JOURNAL OF EDUCATION.

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EDITORIALS

A Glance Ahead

The Journal returns from its three weeks' vacation better prepared to bring to its readers week by week the maximum of information and inspiration.

A number of highly significant articles are already in hand for forthcoming issues. Among these is a paper by William B. Munro, of Harvard on "The Gold Dust Twins of Education." It is a bombshell which will be sure to "start something" from the moment it appears in print which will be in our issue of September 3.

Several new departures are in store for our readers. The Journal of Education is determined to emphasis more than ever before its function as a weekly purveyer of news. Through its pages readers will receive first word of all the more important events in the educational world. A brief summary of general news and information will also be provided. This, we believe, will become a main reliance of the busy teacher or administrator for keeping in touch with the great world outside the schools.

Another feature sure to attract interest will be a weekly column of humor, much of it related to classroom and campus.

While adding these and other new features the Journal will retain all of the well known characteristics which have brought it to its present degree of popularity.

Educational Detours

Thirty years ago not one person in ten thousand ever saw the word Detour. Now not one automobile tourist in ten thousand who doesn't see it every day.

A child knows Detour before he knows c-a-t. The up-to-the-minute primer starts with: I see detour, instead of the old-fashioned I see a cat. Before a child knows a word in a book he spies the word "Detour," and says "Detour, Daddy!"

"Detour" is the glory of our day, is especially the joy of the automobilist even if he does think in Dawesish language when he waits at a "Detour" for a string of automobiles coming the other way.

There are probably a hundred thousand "Detours" in the United States this year. There are states with thousands, and counties with hundreds of "Detours."

A "Detour" means a new bridge, a bridge equal to the truck loads of today, something undreamed of thirty years ago.

Horses and oxen never drew a load on a highway that would strain a highway bridge, while a truck draws a load that few highway bridges of thirty years old can stand up under.

Most highway bridges have a warning sign stating the tonnage limit of the bridge. The daily papers carried in the photogravure section in August this year a horrible picture of a bridge collapsed into a torrent in the chasm below due to too heavy a truck load that tried to cross.

The "Detours" are a hallelujah chorus of praise of public appreciation of the need of the traffic of the twentieth century.

There are educational detours made necessary by the educational traffic of the day.

No public schools of thirty years ago provided a universal education for the educational highway of today.

The public schools of thirty years ago made no provision for the educational load of to-day which boys and girls must carry who leave the elementary sixth grade, the Junior High, the Senior High, the College and the University.

The public school that does not "Detour" along the way from the fourth grade to the graduate school in the university is either in the hands of educational fools or knaves. Of course this is harsh language, but it is no time for pussyfooting. The educational highway bridges of thirty years ago will not stand up under the load that boys and girls must carry when they go out to think in the industrial. commercial, civic, social units of today.

New educational highway bridges cannot be built today without "detours," and "detours" are narrow, are rough and tough, and must not be judged by the old bridge, which was smoother than the "detour," but the "detour" must be put up with if there is to be a bridge equal to the load of the twentieth century.

The great educational load of today is due in part to the fact that our laws require all boys and girls, regardless of taste and talent, to stay in school until they are fourteen, sixteen, or eighteen years of age according to the intelligence of the legislators.

It is also due in large part to the fact that no boy or girl can earn a living, can take a place in the humblest society, can read a daily paper intelligently on the education that half the boys and girls of America received in public schools thirty years ago.

When only boys and girls with bookish tastes stayed in school above the fifth or sixth grade almost any book course of instruction was reasonable.

Thirty years ago a stenographer had no word dictated to her that had not been in the school spelling book. Today words are dictated that are not in any dictionary. Words one created every day of every month of the year.

A text book cannot be published today that does not require "detours."

A single sample of fool criticism must suffice. Men say that the schools do not teach spelling. Business and professional men are saying on every hand, "I cannot get girls who can spell." I am too courteous, play too safe, to tell these men the truth face to face. The fault is wholly with the employer. He can get girls who will never trip on a word if he will pay for them. He will not pay for correct spelling. I am giving dictation to hotel stenographers in every large city in the country. I always dictate direct to the machine, and my vocabulary is one with which many of them are unfamiliar. My dictation is rapid, and yet there is never a misspelled word.

If a man does not have correct spelling it is because he will not pay for it. He has raised the salary of salesman, of every mechanic, of every one in his employ, but he still wants to get a young girl who has taken a short cut into office work because she will come for about the same wage that he paid a new girl ten years ago.

The new educational highways and bridges cost a lot of money. The Federal Government appropriates hundreds of millions upon modern highways and highway bridge construction. Some states appropriate more than $100,000,000 and counties tens of millions therefor, and men of wealth scowl, growl, and howl over the cost of educational highways and educational highway bridges which are needed to prepare boys and girls to carry their load in the twentieth century.

Some of these men who think more of shaving taxes than of saving children, are simply foolish while others are really knavish. They dread "detouring" a few dollars from their bank account more than they fear the banditry of ignorance. They deliberately scheme and promote the use of the old dangerous educational highway bridge, knowing perfectly well that boys and girls will collapse when they have to bear the load of their day.

Detouring wealth from banks to schools, detouring money through taxes into educated manhood and womanhood is the hallelujah chorus of the New America, of the world democracy.

Chicago's Latest Vision

Chicago is likely to venture upon the all-the-year school plan. A committee of educators in the system with Principal Chauncey Willard of the Hale High School as chairman has reported in favor of the plan.

Under the proposed plan the present school year will be divided into four ten weeks' terms, with a fifth ten weeks' term added to the summer recess, thus permitting a week's vacation at Christmas and a week's recess during the summer. A pupil will be required to attend any four of the five terms or all of them as he chooses. Teachers will work either four or five terms and be paid accordingly.

Chicago has a school plant valued at $120,000,000. At present over fifty per cent. of the high school facilities and ninety-five per cent. of the elementary school facilities are unused throughout the summer.

The summer recess is the most serious interruption the child encounters in school life. The report says: "There are thousands of parents who are gravely concerned every June about what their children will be doing during July and August, where and how they will play, what dangers they will meet. More serious to the community welfare are the other thousands of parents who wilfully, carelessly, or through economic necessity, dump the responsibility of their children's physical, intellectual, civic, and moral development, almost entirely upon the schools. If the community is to succeed in its task of developing in its youth right civic and moral attitudes, it cannot continue its traditional custom of turning these youth loose to shift for themselves through a long summer recess."

Dr. Augustus O. Thomas, state commissioner of Maine, whose vision was the germ of this great world organization, and whose devotion and untiring energy have mastered the almost infinite details of the organization, especially in connection with the meeting in Edinburgh, has been elected president of the World Federation of Education Associations.

Conserving the Long Vacation

Ours is a time in which attention is increasingly turned to conservation of natural resources. Not only are the vast treasure houses of the physical earth being studied with reference to how the material wealth in them may be wisely utilized; today more thought is given than ever before to conserving the bodily and mental resources of the human family. Prohibition, however unsatisfactorily it may be working in certain parts of the country, must be rated as a step in human conservation.

Educators are constantly striving to prevent human waste. Our task is akin to that of the churches. Every child born into the world and entrusted to our charge has potentialities within him which need to be brought out to the utmost. Our minds are alert to each new suggestion of how this may be accomplished.

School authorities in some parts of the country are turning to consideration of the long summer vacation. Is it a waste of pupils' time? Could the years spent in learning the preparatory lessons of life be shortened, without serious loss in other respects, by holding the schools open forty-eight weeks in the year?

It is easy to argue that pupils and teachers alike need the long rest in summer; that they make up for the lost time by returning with renewed vigor to their classrooms; that children can progress only as rapidly as nature intended they should; and the like theorizing. The way to find out is—to try. And happily the question is being put to the test. Read the account of what Nashville, Tenn., is doing with its all-year schools. You may not be convinced. But your opinions will be sharpened by contact with what is going on in one of America's many laboratories of education. Superintendent H. C. Weber of the Nashville schools tells an interesting story in another part of this week's Journal of Education.

An impression that youthful energies are dissipated in the vacation months has penetrated so businesslike an organization as the United States Chamber of Commerce. Chief Edgar F. Fowler of the Chamber's educational service bureau at Washington has written a letter to the secretary of each local chamber of commerce holding membership in the United States Chamber—the letter beginning with these words: "Schools are about to close! How will the man power thus released in your community be utilized?"

Among the suggestions going out to local trade bodies in Mr. Fowler's letter are these: That health and recreation may be the chief need of some children; that some may be required to help fill the family pocketbook; that "all will benefit by occupation that gives a definite purpose to at least a part of each day"; that the long vacation may result in good or evil to the community; that chambers can influence the outcome by making surveys of educational and recreational opportunities in their respective cities; by causing suitable playgrounds to be provided; and by encouraging young citizens to take an active part in the affairs of their community.

The hope of the world is America; the hope of America is education; and the hope of education is a broad and enlightened public interest in the problem of bringing our boys and girls to conserve and cultivate their powers for highest usefulness.

Kansas Teachers College, Pittsburg

We have known nothing more senseless than a press story that was broadcasted in late July to the effect that the State College at Pittsburg, Kansas, in its summer session was greatly excited because academic freedom was denied and the teaching of evolution was prohibited.

We were there at the time and there was not a ripple of excitement. The 2,852 summer school students were as peaceful and as devoted to their studies as any students we have known.

The large faculty did not know whether to be amused or disgusted that such statements should be published far and near. The deans assumed that something should be said, and

they signed a vigorous statement that in all the twelve years of the present administration there had never been the slightest suspicion of checking academic freedom, and there had been no faintest suggestion that evolution should be dodged.

Fortunately the president of the State College is one of the best nationally known educators of the country, is known to be supremely wise in administration, has taken an institution that for nine years had struggled to get a start, and in twelve years has made it a real college, with an enrollment during the school year fourth in size in the country, and in the summer session its 2,852 students, in the first half of the season, has no equal. This summer one hundred and seventy-nine received college degrees—one half of these are men—360, with the two-year graduates—a larger number of graduates than the entire enrollment twelve years ago.

So widely known is the president of the Kansas State College that an Illinois College honored him with a doctorate in June in recognition of his noble professional service.

The one compensation of this publicity is the vigorous way in which the press and public far and near have denounced this vicious press story, using it as an opportunity to magnify the great achievement of the college under his administration.

Help! Help!

An original heading for our proposed column of humor is wanted, and we have decided to appeal to our readers for help.

For the best caption of not over twenty letters, accompanied by an amusing story of not more than fifty words, we will give a year's subscription to the Journal.

As the new column will doubtless contain many anecdotes having a classroom flavor, the heading may well suggest this idea.

The joke you send with your heading need not be original. If copied, be sure to give proper credit. If your story is "too good to keep,'" we shall of course wish the privilege of printing it for our readers.

Come one!—come all!— send us something clever, subtle, ingenious, witty, pretty, or what not. You can do it! There's no limit in the number of headings you may submit. Funny skits will always be welcome. But this contest will close August 26. So hurry!

At Hyannis

Ide G. Sargeant, principal of Elementary School No. 10, Paterson, New Jersey, and president of the Department of Principals of Elementary Schools, National Education Association, has done exceptionally good work on the faculty of the summer school at Hyannis, Massachusetts. Mr. Sargeant is an educational leader who leads.

Vitalizing Bible Study

The best Bible teaching we have ever heard in a Sunday School was by Mrs. Hattie Moore Mitchell in Pittsburg, Kansas, on July 26, 1925. It was as carefully prepared as is her work in the State College. The scripture lesson was vividly analyzed. The experience of Paul and Barnabas was brilliantly and dramatically presented, and the lesson was applied to the Church of today.

She told of a church she had known that was saved from a permanent rupture in a dramatic way. It was all about the communion service. One faction in the church said the Bible required them to "Drink ye all—of it," which meant that all must drink from the same cup.

The other faction said it meant "Drink ye all of it," which meant that it should be served in individual cups and that each communicant should drink all that was in his cup. The rupture of the church was avoided by having two sets of deacons, one carrying the cup from which those who took the first view could drink, while the other deacons passed individual glasses, from which the communicant could "drink it all."

Mrs. Mitchell had four illustrations as unique, as forceful and as spell-binding as was this. The class of near fifty young men and women entered into the exercise as heartily and intelligently as in any Teachers College lesson I have known. They all saw why it was wise for Paul and Barnabas to make an heroic effort to save the Church from rupture in their day.

Association of Educational Methods

The Massachusetts Association of Educational Methods, one of the most vital educational activities of the state, held its mid-year meeting at the Hyannis State Normal School, where the Association was born. This year the principal address was by Florence M. Hale, one of the most popularly brilliant platform speakers of the country, especially on country life problems. Associated with Miss Hale on the program were Dr E. W. Butterfield, state commissioner of education, New Hampshire, whose literary featuring of safe and sane educational psychology and philosophy is nationally recognized, and Frank W. Wright, first assistant state commissioner of education, Massachusetts.

The great success of the meeting was due indirectly to Principal Francis A. Bagnall of the Hyannis School, but specifically to Walter S. Young, superintendent, Worcester, president of the Association, and Margaret A. Butler, the secretary.

Boston

By RANDALL J. CONDON

It is a great satisfaction, after twenty-three years, to spend again a year in Boston; to renew old associations; to revisit historic sports; to stop in at one of the bookstores and look over old and new volumes; to walk down Beacon, Mount Vernon, and Chestnut streets at the evening hour, and to see the lovely old Colonial homes with shades undrawn and with light shining out through beautifully-designed doors and windows; to see spring come on in Boston Common and the Public Garden; to ramble about the North End, the market district, and the wharves; to drop in for lunch or dinner at Marston's or Durgin and Park's and to chat with old friends; to visit Wellesley, Mount Holyoke, and Harvard; to spend an afternoon in the Athenaeum or the Public Library, poring over some old volume; to ride out through the lovely suburbs or to walk through the Arnold Arboretum, and to revel in the wealth of beauty and color of trees and shrubs gathered from every land. It has been a year of great joy, and several experiences of outstanding satisfaction.

First, perhaps, to have the privilege of attending a Sunday service on April 19 in the Old North Church, and to hear the rector, Dr. W. H. Dewart, tell the story of the first naval engagement of the Revolution—how the farmers and fishermen of Machias, Maine, refused to take down their Liberty Pole, and instead captured the Margarita, British man-of-war, whose captain had ordered the removal of the emblem of liberty under a threat to bombard the town in case his orders were not complied with. And then in the afternoon of the same day, in Faneuil Hall, to attend the exercises connected with the celebration of Patriot's Day, which were in the nature of a re-dedication of the old hall, which had been completely renovated and restored to its old-time beauty and simplicity. One could feel himself a part of stirring scenes connected with the birth of independence, and could imagine that the portraits of Washington, Adams, Hancock, Warren, and Lincoln had come to life, and could almost hear Webster and Sumner, Phillips and Garrison speaking, while General Pershing voiced the ideals of American liberty and re-dedicated the old hall to the perpetuity of freedom of conscience, thought and speech.

Then on the following day to visit Lexington and to be a part of that great celebration of the 150th anniversary of the day when there and at Concord Bridge the shots were fired that meant the armed resistance of the Colonies against the military power of the British Empire. The beauty of Lexington Common, surrounded with the fine old Colonial homes, with the flag of the nation floating from the Liberty Pole, and with the banners of all the states encircling the Common, made a picture of surpassing beauty, and awakened thoughts and feelings of deep patriotic devotion.

Of a somewhat different nature, but of equal interest, was the opportunity of meeting the superintendents of Massachusetts at their annual conference at the Framington Normal School. To realize that we were meeting at the first normal school established in America, to have the opportunity of addressing two hundred of the two hundred and eight superintendents of the state, and to feel the fine professional spirit of co-operation and comradeship that has been developed under the leadership of Payson Smith during his administration of the State Department, was a rare pleasure. It was also a matter of personal interest to recall the fact that I was speaking on the thirty-sixth anniversary of the date when I left Maine to begin work in Massachusetts as the first superintendent under the act creating district superintendences, and to remind the superintendents there assembled that there was not now a man in all New England serving as superintendent who was holding such a position at the time when I first began my work thirty-six years ago in the Templeton district. And now as I look back over these years, and recall the names and voices of those who were holding positions of honor and trust when I began my work in the field or supervision and administration, it causes me to realize anew what high standards of professional accomplishment the older men held up for us who were just coming into the field. As they passed out and on, they left a rich heritage for those who succeeded them. It has been for us to uphold and advance the standards which they established, that we in turn may transmit them to those who shall succeed us.

My contact this year with the men and women of New England has made me feel that the future of education is safe in their keeping, open-minded, alert, professional, they are seeking the best things; holding fast to that which is good, they are pressing forward with the determination to make the new days better than any that have been.

Boston itself is a fine old city, rich in traditions and historic associations; it has inherited much from the past, and there are many evidences of an awakening spirit, not only in education but in all other fields which make for social, civic, and industrial progress. There is fine leadership in all these fields, a leadership which is bound to make itself felt in a large measure in the coming years. And as Boston moves ahead the nation will rejoice, for in a very special sense Boston belongs to the nation. May the city long maintain her posi-

tion of old-time leadership, a leadership which will be gladly acknowledged and followed by the rest of the country, but a leadership which, if it is not exercised, must inevitably pass to other hands; for no city can stand still. It must move ahead or fall to the rear. But as I have sensed Boston and its leadership during this year of residence, I believe this fine old city may be depended upon to keep step with the forward-moving spirit of America.

Moral and Spiritual Training

By JEREMIAH E. BURKE

Superintendent of Boston

[Address.]

Education for life and service in a democracy cannot rest upon capricious or indefinite theories; rather, it must have for its basis a sound and reliable philosophy. It should be in harmony with the aspirations of a free people who have subscribed to the principles of political equality, and are eager to perpetuate the ideals of civil and religious liberty. Our system of education, therefore, should be thoroughly and unqualifiedly American.

In the upbuilding of a system of education we should have continual recourse to the sentiments embodied in two epoch-making documents.

The Constitution of the United States is the instrument adopted by the fathers for establishing and preserving a form of government founded upon man's natural and inherent rights. By its ratification the American Republic became a government, not of men, but of law. Through the medium of the Constitution the people placed the liberty that they had recently acquired at such infinite sacrifice under the patronage and guardianship of law. It follows, therefore, that everywhere throughout the school curriculum respect for law and obedience to legally and regularly constituted authority should be sedulously cultivated.

The other vitalizing document is the Declaration of Independence. Herein are defined some of those natural rights which lie in the very source of our national life, and which the Constitution sanctions and shields. All men possess certain unalienable rights it says. There are certain well-defined rights, then, that are natural, inherent in all men. More than that, they are God-given and hence irrevocable. They precede all human governments, and may never be arrogated by the caprice or cupidity of men.

There is much to be said in support of unifying ideas and ideals in democracy. United we stand, divided we fall! There is need of agreement in the interpretation and application of fundamental principles. Hence, in education for democracy we should aim to magnify resemblances and minimize differences. We must preach and teach and practice equality and brotherhood. We must establish everywhere points of contact. We must avoid everything that savors of caste, or class, or clique by stressing the many things we hold in common.

All this is an argument in favor of what is called "mass education"—that sort of education which is going on in the classrooms and upon the playgrounds of the nation, where diverse groups lose their heterogeneity and become homogeneous in attachment and devotion to American idealism. Nevertheless with all our resemblances we are individuals. While education in a democracy, therefore, should prepare for co-operation in the common ends and common purposes of society, likewise, so far as possible, it should equip the individual for the performance of those peculiar tasks and duties for which nature seems to have qualified him.

The adaptation of education to variations in types of children brings us into harmony with the fundamental principles of the Declaration of Independence. Equal opportunity in a democracy implies that every boy and girl—whatever be his or her especial equipment—shall have an even chance with his fellows to develop to the very utmost according to his capacities and endowments. And he must be given every reasonable encouragement by society to so advance.

Manifestly there is not equality of opportunity if we throw open our gates of learning and welcome the student who desires to become an engineer and close our doors in the face of the youth who aspires to be a master craftsman. Likewise, there is no equality of opportunity while we guarantee the highest kind of preparation to the girl who would become a teacher in a high school or college, and fail to give the proper training to her sister who believes that her career should be that of mother of a household.

Upon city, state and nation is imposed the grave responsibility of providing unlimited educational and vocational facilities for the education of our children and youths. As groups appear or are discovered that require special training, varied and diversified avenues of instruction must be opened to receive them.

This is the program of the Boston public schools.

Replacing rigid and uniform courses of study, curricula have been modified and reconstructed to satisfy the varying aptitudes and capacities of groups of children, all equally deserving, all endowed with equality of rights and entitled to equality of opportunity. Through this policy Boston is solving the question of why children leave school.

Boston has discovered that if these varied opportunities adapted to their special needs are offered to boys and girls, then these pupils will not leave school; they prefer to remain. We are proud—indeed it is our proudest educational boast—that such a large proportion of boys and girls are found in our higher grades.

You have sometimes heard it said that only a small proportion of pupils who enter the first grade persist and reach the higher schools. Unfortunately, reliable statistics are not at hand; but from the rough figures available I am led to believe that approximately 65 per cent. of the boys and girls who enter the first grade in Boston arrive at the high school. We know for a certainty that about 70 per cent. of those who enter our high school actually graduate therefrom.

Let us popularize the schools! Let us make them attractive! Let us place them directly in the pathways of our boys and girls as so many opportunity ladders whereby they may climb upward and onward toward achievement; and the problems of delinquency and elimination to a corresponding degree will become solved.

With all their recognized virtues, the American people are very mercurial. We are lacking in emotional stability. We are the prey of false notions and absurd doctrines. We rush to extremes; rarely do we pursue the golden mean. We change our personal and political views with amazing rapidity. For instance, yesterday boxing was vulgar, today prize fighting is patronized by leaders of good society. We elected a President because he kept us out of war, and then we persecuted him because he had visions of world peace.

In times of stress and storm the intellect deserts us and the emotions assume control. The emotions have been too long disregarded and neglected in education. The result is that they either have been repressed or have gone uncontrolled. The emotions should not be repressed; rather they should be trained, directed, cultivated, and made to serve their lofty purposes. They should be dominated by the will, which in turn should be subservient to conscience.

It may be interesting to know that I have appointed a council of teachers representing the various types of schools and grades of instruction to make an exhaustive, scientific study, and to submit in due season a report on the educability of the emotions. It is believed that this study may embody information and suggestions as a basis for a course of study.

May we not expectantly look forward to the time when, as the result of education, the emotional nature of our people, ceasing to be the plaything of the charlatan and the demagogue, chastened and refined, shall repel whatever is vicious and unlovely, and, like the heliotrope following the sun, shall respond obediently to everything that is wholesome and pure, holy and sublime.

In any well organized school program the position of pre-eminence must be given unhesitatingly to the moral and spiritual training of the child. For unless it is accompanied by the development of the child's spiritual nature, the training of the intellect and the emotions is "as sounding brass or a tinkling cymbal."

We who are engaged in the field of secular education are not privileged to teach whatsoever we may choose; upon us are imposed well defined limitations. In the public schools we cannot teach religion. Such instruction is reserved for the home, the church and religious teachers.

Nevertheless, we cannot remain inactive. We have very definite obligations with reference to the normal training of children and youths. Neither are we debarred from teaching the great cardinal virtues—prudence, justice, fortitude and temperance—together with their allied natural virtues, which are the ornament of human society and the basis upon which a republican constitution is founded.

Indeed it is confidently expected that we shall so organize our programs as to promote everywhere throughout the curriculum of the school continuous and persistent practice in all these virtues, until, becoming habitual and reflexive, they shall be translated into personal behavior and civic conduct. For our educational objective is two-fold; first to develop virtuous living, and in so doing to prepare for high standards of citizenship.

"Childhood is our pillar of cloud by day and fire by night. Other oracles may grow dim but this one will never fail."—G. Stanley Hall.

Elementary School Principals at Indianapolis

President Jessie M. Fink took steps in advance of any that have been taken heretofore. She appointed two important committees and told the chairman of each that she was expecting action. The first was:—

A committee of the Training for the Elementary School Principalship with W. T. Longshore as chairman, and with a committee personnel as good as could be found in the United States.

The response of each of the members was most cordial, stating he was pleased to serve and that he thought the work was most important, and that it would take from three to five years for the committee to be ready to make its final report. It was suggested that the work of the committee should be financed. Drs. Charles H. Judd and James F. Hosic were appointed the chairmen to look after the financing.

There was a meeting of the members of the committee in Indianapolis and discussions followed the general lines of the meeting in Cincinnati. The work of the committee had been conducted by the chairman through correspondence.

First, to get the members of the committee to give their ideas of the work of the committee, setting up ideals and goals. Some wonderful ideals and goals were proposed. The highest ideals came from Elementary School Principals and not from Doctors of Education or superintendents. It is clearly a movement from within the ranks.

Second: The second line was to find out what universities, and colleges, and teacher colleges are offering in courses for students looking forward to the Elementary School Principalship.

These inquiries were sent out to twenty institutions, the large majority of which were state universities and the others to the leading private institutions that have Teachers' Colleges.

All the institutions except four replied at once. In every case they expressed pleasure that such a committee was at work.

The growth and improvement in the courses offered: Elementary Education was featured in almost all the institutions, with courses especially for the Elementary School Principal in many. It was quite common for the institutions to be offering courses leading to the Bachelor's in Elementary Education—several courses especially for the Elementary School Principal. Eight are offering work leading to the Master's Degree and three offer work leading to the Doctorate.

In only a very few catalogs were there courses for the Elementary School Principal worded in such general language as to indicate that it is just for effect.

The above was made as a preliminary report at Indianapolis together with suggestive forms of two certificates of approval suggested by Leonard Power and details worked out by the chairman. These forms are only suggestive and are for study and suggestions with the idea of having something better to present to the meeting one year hence.

The committee was asked to try to have minimum standards set up for entering the Elementary School Principalship ready to report at the summer meeting in 1926. To have the two forms of certificates improved and ready for report at the same time, and another form for the use of state superintendents.

The second committee appointed at Cincinnati by President Fink was a salary committee with Ide G. Sargeant as chairman. If the standards are to be raised and the Bachelor's Degree with special training for the work of the principalship is to be required of those who are to enter; and if increased scholarship and professional training are to be asked of those now in, then the salary attached must be attractive to people having such training. The principalship must be made respectable by the returns it offers if you are to expect the high qualifications and efficiency set forth in these reports.

Four or five places have during the year made new schedules and many more realize that something must be done soon. St. Louis, Mo., schedule is $5,000; Newark, N. J., $5,500; New York, $6,000; Chicago, $6,500. The tendency is to make less variation in the salary of the elementary school, junior high school and high school principal's salaries. In Chicago the elementary school and the junior high school principals have the same salary and the high school principals' salary is five hundred dollars more.

All of the members on the program were of unusual merit and the meetings were attended by large numbers of attentive and enthusiastic listeners, who remained until the program was concluded.

The biggest and best accomplishment of the year 1924-1925 was the publication of the Fourth Yearbook by Principal Arthur S. Gist. It is a treasure trove, and was in the hands of all subscribers by May 20, 1925.

That is a movement in the right direction, and the next step is the single salary schedule for all principals with relatively equal training, experience, efficiency and success when they occupy places of the same relative responsibility. All of this was made plain by Principal Sargeant, and he set the goal as $10,000, which should be reached within a few years. No principals are getting too much money, but all principals are getting entirely too little compensation for the service they render to the community, state and nation.

Principal Sargeant's Report was adopted by

a rousing unanimous vote, and he and his committee were thanked for doing such a fine piece of work.

ELEMENTARY SCHOOL PRINCIPALS' DINNER.

This function of the Elementary School Principals has developed into an institution at the semi-annual meetings of the National Education Association. It is looked forward to as the largest, most interesting and most brilliant social occasion of the meeting, not only by the principals but by many others upon attendance at these educational meetings.

The dinner this year was under the skilful planning of the Indianapolis principals led by Miss Nell V. Green as chairman. Miss Jessie M. Fink presided with the grace, skill, and sparkling wit for which she is noted.

It was an event long to be remembered for its sociability, good fellowship, wit, humor and wisdom that was dispensed; and when at the close of the dinner Mrs. Fink suggested that we join hands and sing "Blest Be the Tie That Binds," the spiritual element was brought to the fore, and was felt by each.

The spirit of the occasion was fine from the beginning and the group singing led by Mr. Hesser, supervisor of music, was well done as everyone entered into it with much spirit and glee. They sang to President Fink of their appreciation and love, and she arose and sang right back to the group her appreciation and love. It was an unsual and spontaneous number.

We were then entertained by William Herschell, one of Indianapolis' famous poets. If it were possible to select the climax, it might the regular boys' poem "Is Zat So."

Nature Study at Indianapolis

One of the notable achievements at the Indianapolis meeting was: More than one hundred fifty city superintendents have been lined up heartily for a Nature Study Crusade because modern life is tremendously in need of the steadying influence that comes from an intimate acquaintance with nature.

Upon the belief that the teaching of nature in the public elementary schools of the country should be greatly improved, the committee adopted a resolution petitioning the directors of the National Education Association to establish a new department to be known as the department of nature education.

Charles D. Lewis, Morehead, Kentucky State Teachers' College, said:—

"The God environment is immeasurably superior to the man-made environment in the development of character. Our elementary schools must recognize their responsibility for acquainting children with the marvels of life about them. They must train them in power to observe and appreciate their nature environment and to think clearly and logically in following nature's order in development. To accomplish this it is necessary that certain fundamental ideas in the field of nature study be given to all the children as they pass through the elementary school, just as it is necessary that fundamental ideas be given in the fields of mathematics or history."

Superintendent David A. Ward, Wilmington, Delaware, said:—

"If nature study in elementary schools has any value at all, it is in developing attitudes in life. These attitudes are the result of continual reaction in a given field because of well-established habits formed in childhood. They determine the character of a person. Sympathy toward wild life which is created through nature study helps to create sympathy toward the child's fellow beings. Nature study as frequently taught is of little value, because it results in a confused mass of unrelated knowledge. Nature study under a teacher with a vision and an ideal is of great educational value."

Van Eyrie Kilpatrick, 121 East Fifty-first Street, New York, secretary of the School Garden Association of New York, is the spark plug of the eight cylinder motor organization which is functioning nationally.

Immigrant Girl is Superintendent

[From Hartford, Connecticut, Daily.]

When Anna Fisher, district school superintendent of Hartford, Conn., was a little girl, just over from Russia, she, by lucky accident, became a pupil at what was then regarded throughout the country as a unique school.

They taught, for one thing, all sorts of matters on no other curriculum; they seemed as much interested in the parents of the foreign-born children attending the school as they were in the children themselves and, beside teaching fathers and mothers in night schools, they visited them in their homes and even helped solve their home problems.

They had no special name for the sort of teaching done in that day at the Hartford school, so the little foreign-born girl could not have explained much about it, except that there she got her start in life and in no other way could she have achieved one.

But now she can tell. For Superintendent Fisher is now head of the Henry Barnard school, the very school she first entered as a little immigrant girl. She can now point with justified pride to the fact that this school was one of the first, if not the first, of the country to establish night schools and special classes for the parents of foreign-born children—to do on a large scale what is now classified in educational circles as "Americanization."

It is now one of the most important phases of social welfare education. But long ago when Anna Fisher was a little girl just come to a strange country, she knew nothing about Americanization. All she knew was that in this new school the teachers were "good" to her and that they helped her to understand.

Ventilation of School Buildings

For some years the sub-committee on ventilation of the Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association has made a study of heating and air conditions in schoolrooms, in the hope of finding a method which could be recommended to educational systems, Although specific instances of successful ventilation through simple, direct ways of admitting fresh air were convincing to the members of the committee, they wished to gather together sufficient evidence to warrant a recommendation of the general application of the method. The committee feels that it is now in a position to make such a recommendation.

The committee has been largely influenced in taking its present stand by the findings of the New York State Commission on Ventilation, which has recently published a most important book on the subject of ventilation in school buildings. The personnel of the commission is given below:—

Professor Charles-Edward Amory Winslow, associate professor of biology, College of the City of New York; curator of the Department of Public Health, American Museum of Natural History (now professor of public health. Yale School of Medicine).

Dwight D. Kimball (of the firm of R. D. Kimball & Company, New York City), a practical ventilating engineer.

Dr. Frederic S. Lee, Dalton professor of physiology, College of Physicians and Surgeons, New York City.

Dr. James Alexander Miller, director of the Tuberculosis Clinic, Bellevue Hospital, New York City; professor of clinical medicine, College of Physicians and Surgeons, New York City.

Professor Earle B. Phelps, professor of chemistry, United States Hygienic Laboratory, Washington, D.C.

Professor Edward Lee Thorndike, professor of educational psychology, Teachers College, Columbia University.

SCOPE AND FINDINGS OF THE STUDY.

The first step in the study of this commission was a comprehensive investigation into the physiological and psychological effect of various air conditions. The findings were as follows:—

A. Ordinary effects of stale air have nothing to do with oxygen or carbon dioxide content, but vitiated air has a distinct influence upon appetite and the inclination to physical work. Such a condition was noted, however, only under somewhat extreme conditions of vitiation with a carbon dioxide content of twenty parts or more per 10,000, corresponding to an air change in the neighborhood of six cubic feet per person per minute or less.

B. The factors in ventilation which produce bad effects are overheating, excess of humidity and lack of air movement.

C. Comparatively slight degrees of overheating produce derangements in the circulatory system of the body, work to a marked degree against efficiency, and exert an important influence in promoting susceptibility to respiratory infection.

The second step was an evaluation of results achieved by the use of various methods of schoolroom ventilation. Tests included forms of window and fan ventilation, humidifications, and the use of re-circulated air, and study of air currents within the schoolroom.

The following deductions were made:—

A. Modified window ventilation alone, without suitable means of exhaust, was found unsatisfactory.

B. Ventilation by windows, with provision for outlet through gravity ducts, was found satisfactory.

C. Ventilation by use of plenum fans, with gravity exhaust, was satisfactory from the standpoint of aeration, but this necessitates a higher temperature, and is also characterized by a relatively constant temperature.

D. Ventilation by the use of the plenum and exhaust fans in combination was not sufficiently studied to justify the drawing of conclusions.

E. Re-circulated air was found to be economical and harmless to health, but unsatisfactory from the aesthetic standpoint. The humidity necessary produced discomfort and the air in the room was stale.

Window ventilation, with provision for outlet through gravity ducts, was found the most satisfactory method.

POINTS IN FAVOR OF WINDOW VENTILATION.

A. Comfort.

The one fundamental difference between window ventilation and fan ventilation is that the amount of air change is greater in the fan ventilated rooms, and there seemed to be overwhelming evidence in the Commission's study that a cooler room with less air movement was more comfortable. Subjects who were blindfolded and led from room to room voted for the lower temperature with less air movement.

B. Effect on Health—Respiratory Diseases.

Of very great significance was the evidence, resulting from the Commission's study, that the overheating characteristic of fan ventilation is detrimental to health. In New York City two experiments—one in 1916, lasting eight weeks, with 2,500 children, and one, in 1916-17, lasting twelve weeks, with 3,000 children—were made to test the relative merits of fan and window

ventilation. The study showed a very definite excess of respiratory diseases among children in fan-ventilated rooms, with an average temperature of 68½ degrees F., as compared with rooms ventilated on the modified window plan, with an average temperature of 66½ degrees F.

Three types of rooms were chosen for the study:—

1. Rooms ventilated by windows and gravity exhaust with temperature 59 degrees F.
2. Rooms ventilated by windows and gravity exhaust with temperature of 66 degrees to 67 degrees F.
3. Rooms ventilated with plenum fans and gravity exhaust with temperature from 68 degrees to 69 degrees F.

There was no difference in the amount of respiratory illness in the two types of window ventilated rooms irrespective of the difference in temperature. The warmer fan-ventilated room averaged 18 per cent. more absences due to respiratory illness, and 70 per cent. more respiratory illness among the children in attendance. In the fan-ventilated room there was more per capita floor space.

The results of this study suggest that slightly higher temperature and more uniform air conditions of the fan-ventilated room exert an important influence in promoting susceptibility to respiratory diseases.

CONDITIONS ESSENTIAL TO SUCCESS IN WINDOW VENTILATION.

Observations of window ventilation in schools already operating, and in schools especially equipped for study, indicated the necessity for certain provisions to insure success, as follows:—

A. Radiators, long enough to extend the full width of the windows through which the air supply comes, must be placed beneath the windows. They may be equipped with either automatic or hand control, though the Commission recommends the provision of hand control even where automatic control is installed. Metal radiator shields should be used to protect pupils near the radiators from the heat. (It is presupposed that vapor or vacuum steam heat is used.)

B. Deflecting boards should be placed at the bottom of the windows. Windows used in this system should open from the bottom and not from the top.

C. Window shades should be attached firmly to the window frame. Two shades are preferable, attached midway between the top and bottom—one to be pulled upward and the other downward. They should be so arranged as to prevent any movement of the shades due to the air flow.

D. Exhaust ducts having a total area of not less than eight square feet for a forty-pupil room should be provided in the wall opposite the windows. These openings should be provided with dampers which can be adjusted to suit weather conditions. The exhaust ducts should be carried up through the interior of the building, so as to avoid chilling, and the tendency to back drafts should be further reduced by placing an aspirating cowl at the opening on the roof and perhaps by placing heating coils in the exhaust duct.

E. The schoolroom should not be overcrowded. With this method of ventilation the Commission's work resulted successfully where there was a cubic space allowance of 250 cubic feet for each second grade child and 310 cubic feet for each sixth grade child.

F. A large thermometer with a danger signal pointed at 68 degrees F. should occupy a prominent place, for the teacher's convenient observance.

EXAMPLES OF SUCCESSFUL WINDOW VENTILATION.

A system of ventilation designed by Samuel H. Wheeler has been employed in several schools in the country with great success. Notable examples are the Sherman School at Fairfield, Conn., and the Longfellow School at Bridgeport, Conn. These schools are equipped with windows along one side of the room provided with wind shields ten to twelve inches high, resting on the inside of the window sills, and held upright in place against the face of the window casings by screw hooks. Radiators are placed below the windows the full width of the window space which is used as an inlet. Outlets leading to the roof are installed on the opposite side of the room. Large rooms are provided with two outlets.

Repeated observations of these schools indicate the success of the method. Principal and teachers are enthusiastic over it, and pupils apparently are more alert than in an artificially ventilated room.

In a bulletin called "Child Care and Child Welfare" (Home Economics Series No. 25, issued October, 1921, by the Federal Board for Vocational Education, prepared in co-operation with the Children's Bureau, U.S. Department of Labor) the Wheeler method of ventilation is recommended for consideration under the subject, "Heating and Ventilating of School Buildings." (Page 220.)

The Thomas Snell Weaver High School, Hartford, Conn., designed by Frank Irving Cooper, is a notable example of window ventilation on the Wheeler plan, with certain modifications. The "hospital" type of radiator is used. Shields have been placed in front of the radiators. The radiators are of sufficient length to extend over the entire width of the window and three inches beyond on each edge. Steam is fed to the radiators through a pipe placed over the radiators and extending the width of the window just below the deflectors, the pipe so installed that it will contain live steam whenever steam is being used for heating purposes. Whenever possible, the auto-

matic control valves on the radiator are used, the thermostat being located on the inside wall of the classroom. The results obtained will be particularly significant because of the size of the school, which is designed to accommodate 1,300 pupils, built at a cost of $1,500,000.

DIFFICULTIES DUE TO PRESENT LAWS.

In many states window ventilation is made impossible because of laws requiring thirty cubic feet of air supply per pupil per minute, which window ventilation cannot provide. These laws were the result of the belief that air change was the main issue in good ventilation—a belief which recent studies have proved to be mistaken.

Dr. C.-E. A. Winslow, chairman of the New York State Commission on Ventilation, says:—

"If our conclusions are justified, the laws requiring what proves to be an excessive flow of air through the schoolroom should be repealed, opening the way for the use of the system of ventilation by window supply and gravity exhaust, with a lessened flow of cooler air and a simultaneous reduction in educational appropriations and respiratory disease."

In states where at present window ventilation is impossible because of laws now on the statute books, the committee recommends the revision of legislation in regard to school ventilation which will permit of window ventilation.

FINAL RECOMMENDATIONS.

After a careful review of the results of recent investigations in regard to ventilation of school buildings, the Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association recommends modified window ventilation for schoolrooms, according to the method already outlined. These recommendations are based on the following facts:—

1. Window ventilation with gravity exhaust makes possible the degree of temperature, amount of humidity, amount of air movement desirable for schoolrooms.
2. The above characteristics of window ventilation with gravity exhaust are factors contributing to the health of occupants and to a lower incidence of respiratory diseases.
3 These characteristics contribute to comfort and a more attractive atmosphere.
4. Ventilation by windows according to the method described is more economical to install and should be more economical to operate than an artificial system.

To work satisfactorily any plan must be under the attentive control of an intelligent, interested person.

In states where at present there are laws requiring thirty cubic feet of air supply per pupil per minute, the committee recommends revision of legislation which will permit of window ventilation not now possible under such laws.

(Prepared by the Subcommittee on Ventilation in Schools, Dr. R. W. Corwin, Dr. G. W. Goler, Miss Mary Murphy, chairman.)

MEN TO MATCH MY MOUNTAINS.

Bring me men to match my mountains;
Bring me men to match my plains,—
Men with empires in their purpose,
And new eras in their brains.
Bring me men to match my prairies,
Men to match my inland seas,
Men whose thought shall pave a highway
Up to ampler destinies;
Pioneers to clear Thought's marshlands,
And to cleanse old Error's fen;
Bring me men to match my mountains—
Bring me men!

Bring me men to match my forests,
Strong to fight the storm and blast,
Branching toward the skyey future,
Rooted in the fertile past.
Bring me men to match my valleys,
Tolerant of sun and snow,
Men within whose fruitful purpose
Time's consummate blooms shall grow.
Men to tame the tigerish instincts
Of the lair and cave and den,
Cleanse the dragon slime of Nature—
Bring me men!

Bring me men to match my rivers,
Continent cleavers, flowing free,
Drawn by the eternal madness
To be mingled with the sea;
Men of oceanic impulse,
Men whose moral currents sweep
Toward the wide-infolding ocean
Of an undiscovered deep;
Men who feel the strong pulsation
Of the Central Sea, and then
Time their currents to its earth throb—
Bring me men!

—Sam Walter Foss.

COOKING IN SCHOOLS

[Oregon Parent-Teacher]

What wonderful opportunities our young folks have compared with what we older people enjoyed when we were young. The principal performance in our own day was to sit at the desk and study, or else get our knuckles rapped with a stick. But such things as teaching the young folks interesting things like are being taught nowadays were never dreamt of.

Poems were written about the heavy steps with which the child went to school in the morning, but the poet might well devote some of his time today in describing the pleasures the boys and girls get from attending their schools. In fact if they only knew it they would realize that they are the happiest days in their entire life, and as one author put it: "The great calamity of the school boy is when the ball goes over the fence, or of the girl when she spoils her first biscuits."

The girls of today are the housewives of tomorrow and it is a mistake to allow them to think that the gas range has to be necessarily old and worn out.

Home economics is taught not only in the girls' high schools but in the seventh and eighth grades of the grade schools. At the Girls' Polytechnic School, home making is one of the major courses, in which cooking takes a very important part. What would be more natural, for what is home without a decent meal?

In the various laboratories of these schools there are over 100 gas ranges in use besides a still greater number of hot plates. Gas does not have to assert itself, for it is recognized by the leading schools and colleges all over the country as the ideal fuel for cooking.

Especially in this country where we have a habit of living in a hurry and wanting everything done in haste, gas fills the bill as there is no other fuel which is available at full force the moment it is lighted, nor is there any other fuel that has as intense heat. Another advantage of gas which is well recognized by cooks and others is that it can be turned up or down to an unlimited number of variations, something which is not at all the case with other fuels.

The recently improved gas range equipped with regulators which control the heat of the oven are a boon to the teacher and the pupil as well. Now it is possible to lay down a certain recipe for the children to mix or to prepare and prescribe a given time and temperature, and if followed out the results are so gratifying and sure that the girls cannot help but be interested in their work and pleased with the products of their hands.

There are thirty-three Smoothtop gas ranges installed in the domestic science laboratories. All of these have oven heat regulators. These ranges are set out in the room in such a way that the girls can work from all sides. It is interesting to a gas man to notice that others have put sample ranges alongside of the Smoothtop, but instead of being used for cooking they were used as table tops, while the cooking was done on the Smoothtops. In order to have the ranges come within easier reach of the little girls in the lower grades the stoves were provided with short legs so that the pupils do not have to stand on their tiptoes to see what they are doing.

Standard Procedures in Business

By C. A. HYRE
Cleveland, Ohio

[Address at Indianapolis Meeting, N. E. A.]

According to one office manager it takes approximately three months and costs $200 to train a graduate from a business school or college to the degree of efficiency essential for the proper performance of the duties assigned him. The average office manager will hire only those candidates who have had definite experience in the line of work in the position to be filled. It behooves educators and business managers alike to discover the reason for this lack of training which approximates business experience.

How, then, is the aspirant for a business position to secure the requisite training? All types of business have certain definite functional departments which are common to all, and should a model business be set up with standard procedures for the purchasing, storing, production, collection and administrative report control departments, around this frame work can be fitted such routine details as can be readily adapted to any type of business.

Can our business schools be organized to provide a practical training comparable to that which a young medical graduate receives during his intern service in the hospital, or the budding lawyer in moot courts, or the normal school student in the practice schools? Present indications are that such a system will be established under the leadership of instructors who appreciate the need of training their pupils to adapt their routine acquirements—bookkeeping, general clerical work, and so forth—to the practical requirements of the various functional departments of a business organization. To accomplish this means a concerted demand for such a development on the part of the business educators. When such a demand is made the textbook publishers in turn will develop the essential manuals.

Aims of Science Teaching

By HENRY HARAP
School of Education, Cleveland, Ohio

[Address at Indianapolis Meeting, N. E. A.]

If our generation of children learned the truth about furniture woods the furniture dealers of the next generation would not dare make false statements to their customers. The study of science would make life in the home and community more efficient, comfortable, and happy, and the burdens of the home would be greatly reduced.

It is ignorance of the facts of nutrition among other things which causes our nation to consume 180 pounds of meat per person per year and only four pounds of cheese per capita per year, although cheese is twice as nourishing as meat. The average person is called upon daily to solve problems of ventilation, heating, lighting, plumbing and cleaning for which simple technical facts are a great help. Automobiles, phonographs, and radios are so generally used that the school has it in its power to help the owners to extract maximum service from these mechanical appliances.

It is said that three-quarters of the homes of the nation are without plumbing. This is so vitally related to health that the future citizen needs to be prepared to remedy this deficiency. The rural home faces a particularly urgent need to appreciate the possibility of reducing drudgery by the use of mechanical appliances. The average working day for the farm woman is thirteen hours in summer and ten hours in winter. Nearly half the homes in the United States are wired to receive electric current. It is becoming more necessary daily to understand the useful facts of electricity in order to use and select electric equipment intelligently.

Of all the technical problems of the consumer the school has neglected the fuels most. The nation is unaware of a serious fuel problem. The people have it in their power to save over one billion dollars annually in energy supply. Our fuel reserves are rapidly dwindling away. Geological experts predict that at the present rate of extraction our oil supply will not last more than twenty years. There is a rich field of scientific instruction in the matter of fuels.

Why I Believe in Classical Education

By EVANS WOOLLEN
President, Fletcher Savings and Trust Company, Indianapolis, Indiana.

[Address at Indianapolis Meeting, N. E. A.]

In business affairs the young men who have been grounded in classical courses at college have better trained minds than those who have specialized in technical courses.

Classical education, at least in large areas, is best for those whose objective is a living rather than a life; in a word, classical education is best for business. Business needs several things more than it needs the education called "practical." It needs open-mindedness—that generous-mindedness that comes with the habit of accommodation, the habit of trying tolerantly, sympathetically to understand the other man's point of view and to be respectful to his personality. Business needs deliverance from bourbonism and radicalism, from bourbonism not less than from radicalism. It needs, for the solution of its problems having to do with human relations, the open-mindedness of the conservative and the liberal who, but for their open-mindedness, would be bourbon and radical. And then, business needs in the youth it takes over from the schools and colleges the capacity to think with concentration and precision, capacity for the clear thinking that is helped and proved by clear expression. It needs clear-thinking youth for

the long pull more than it needs vocationally trained youth with their temporary advantage.

Now why do we believe that these needs can be met with classical education? I cannot answer in terms of the philosophy of education. The bit that I can give is in terms of observation. We have coming to us increasingly youth confident that their training in business courses has fitted them for business, and we find that as employees in the workroom they have neither open-mindedness nor the capacity to think with concentration and precision, nor the habit of work induced by "discipline of the spirit." We have coming to us decreasingly youth humble in the hope that old-fashioned education in the classics and mathematics has not unfitted them for business and we find that as associates in the office they are those on whom we count for the future.

Elementary School Principal

By W. T. LONGSHORE

Kansas City, Missouri

[Address at Indianapolis Meeting, N. E. A.]

We must believe in the dignity and importance of our position. We should make a solemn affirmation of its importance and conduct our schools and ourselves so that the community, the superintendent of schools, and the Board of Education will recognize it.

Our work is as important as is the work of the High School principal, and for relatively equal preparation, efficiency, experience and success should have the same professional recognition and salary when the positions have the same responsibility relatively.

We are not asking favors. We are demanding that the rights of the younger children be recognized, and that they be treated fairly, i.e., that they be given an equal chance.

The "idea" of "skimming" the elementary schools to get teachers and prinicpals to build up the junior high schools and the high schools is wrong, and the superintendent who does this is playing with fire. This "skimming process" must stop because it is wrong in theory, psychology, pedagogy and practice.

Why should an elementary school principal have to look to a high school principalship for a promotion to properly maintain his family and himself professionally?

Why should an elementary school teacher have to look to a high school teacher's position for a promotion, and in many cases spoil an excellent elementary school teacher to make a poor high school teacher?

As our president, Mrs. Jessie M. Fink, has so well said: "Rare talent is lost to the elementary schools each year because of the stupidity of our inherited philosophy and practice by placing the emphasis upon the wrong end, that is at the finish instead of the beginning of institutional life and training."—Response to banquest toast.

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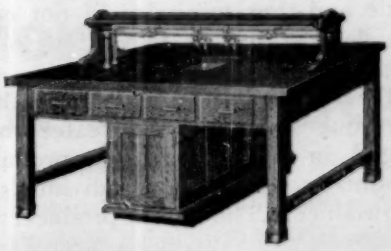

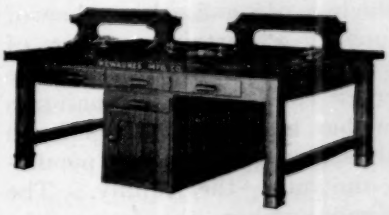

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To Increase the Educated Quota—The All-Year School

By H. C. WEBER

Nashville, Tennessee

The first requisite for "Common Defence" is a productive population. A population to be productive of good and goods must be patriotic, healthy, intelligent, industrious, and trained to do the things well which each chooses as his part in the world's activities. It is the duty of the school to develop these qualities but, if all these things are secured for a population and yet the time for production so limited that the individual leaves the world no richer than he found it, decay must inevitably follow. The history of all republics from ancient times to the present tells the same story. Industry, wealth, literature, ease, and decay complete the cycle of human history to be repeated with the ever advancing wheel of progress. It is for us to maintain our industry throughout the cycle and thus minimize, if not entirely escape, the decadence that inevitably follows the ease begotten by wealth.

To my mind it is axiomatic that the longer the time spent or the greater the number engaged in preparation for production without producing, the fewer individuals will be left to produce. The fewer producers thus left can sustain fewer individuals preparing for production but not producing. If a fixed number of producers can support a certain number of non-producers for a long time, then the same number of producers can manifestly maintain a much larger number of non-producers for a short time. What is true of the whole population is true of the unit—the family. The parent being a fixed number, the longer the children are kept from producing, the fewer such children can the parent support. The intelligent part of our population—the people who care—those who are unwilling to give their children less than what is generally considered necessary for a fair start in life are, through non-marriage, late marriage, and birth control, so reducing reproduction that our population is more and more maintained by classes with no such pride. Vital statistics now foreshadow this impending condition. Records kept of the graduates of important institutions of learning for both male and female show accurately and conclusively that that part of our population which is blessed with the opportunities of higher training is not reproducing itself in sufficient numbers to maintain the standard of mentality and efficiency that now exists in this country.

Education is not to be completed before production begins. It is a life's job. It lasts from the cradle to the grave. Yes, man in his infinite aspirations, visualizes an endless existence with endless progress. After the fundamentals are acquired, there is no good reason why production should not begin while learning how to produce better. We do not learn to walk by studying anatomy, nor by shaking the foot indefinitely before taking a step. We learn to walk by walking. We learn to work by working, not by thinking about it. All the study in the world about work without production gets a hungry world nowhere. The first duty of every man is to support himself and rear a family. If he does not do this, he is a miserable failure.

Nature did not intend an individual to be able to reproduce himself before he was able to sustain himself. In the same good book in which we read: "Go, multiply and replenish the earth," we find the command: "By the sweat of thy brow shalt thou earn thy bread." Mark you, your sweat, not somebody else's, must produce your bread. Only by the grace of God, will he who does not work before twenty work ever after.

Education is not information, but it is the ability to use information. The printing press has rendered unnecessary the lumbering up of so precious a machine as the human brain with a lot of information that can be stored more accurately and more permanently in a fifteen-cent book. Education is not found in books alone; indeed, only a small part is to be gained there. Education makes one do things better than he would do them without such training. The artisan who can produce a useful thing, sustain himself, and rear a family is a more useful citizen than the most learned professor in the university that fails to make the world richer by having lived in it, and fails to leave a line of descendants endowed with superior mentality.

It is the duty of the parents and teachers to see to it that every child is taught to think, and is given that amount of information that is requisite for the acquirement of additional knowledge. After the fundamentals, a choice of subjects should be allowed, in order that the child may become a self-supporting individual at such an age as will not prevent the rearing of an average-sized family. The average man cannot earn enough to feed and clothe a family of respectable size until each child becomes completely fitted for individual action. The result is smaller and smaller families, not only among the idle and selfish rich, who never would be bothered with children, but also among all self-respecting classes, and, if continued, this country will ultimately be populated by the off-scourings of Europe. The population will become the progeny of that class of human beings that do not care what becomes of their offspring.

More and more has the home unloaded on the schools duties that could best be performed

in its own circle. The restless parent is more than glad to be relieved of a pricking conscience for not assuming responsibility for the proper training of his child. This loading of the curriculum to embrace all things that the person should know, has resulted in extending and overcrowding of the course of study, until now it requires more than half the span of human life to even imperfectly go through with it. A fundamental defect in our scheme of education is the abandoning by the home of its just responsibility. No school can teach the child as well as the real home many of the vital things he should know. Instead of the home using its efforts the school is being used to take the place of the home. The schools are to blame for allowing without protest this unloading upon them of duties they are ill-fitted to perform. While this constant addition of useful and useless things to the curriculum without eliminations has gone on, the school term has been shortened by hours of the day and months of the year, until now the child has out of school more than seven times the amount of time that he spends in school. If the home will not, or does not, use this spare time for giving the child real training, then the school must perforce assume the whole training of the child and use this spare time. If all the useless matter in the curriculum was eliminated and all the waste time of the child utilized, there would be plenty of time for necessary preparation for beginning production at a much earlier age. The lack of wholesome home training has allowed the child to grow without knowledge or appreciation of his responsibility to his fellow men.

He should be taught that he owes a debt to his parents for having brought him into this world, and a debt to God for so beautiful a place in which to live. He should be conscious of a debt to his parents for providing training for him that he may enjoy the wonders and beauties of the world. He should not be allowed to feel, as some latter-day spoiled children and unthinking mothers often do, that the debt is the other way round. He should be taught to realize that he owes the world all that he has consumed, even if it has been provided by his parents, for the world's wealth belongs to the world, and the parent is only in temporary possession and can only loan it to him. That debt must be paid if the world is not to become poorer for his having come into it. He must pay here, or he will pay hereafter. He should be made to see that every added year of preparation before production begins increases this debt, and that the only excuse for delaying production beyond adolescence is the determination to make such use of the time of preparation as will enable him to produce better and more rapidly. If this idea of debt to the world could be inoculated there would be fewer attending high school and college solely for the purpose of escaping work. If all such pupils were eliminated from these schools, there would be room and time and money for the proper training of those who come with a real purpose.

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An invention increased man's ability to produce, and as this ability to earn has created the means of gratifying a desire for a higher scale of living, the population has largely changed its occupation from agriculture—producing the necessities of life—to manufacturing—providing the comforts and luxuries of existence. Thus the centres of population grew at the expense of the country, and children in these centres or cities were either used at work unsuited to them or loafed during a traditional vacation period.

Agriculture was the first industry of every nation, and the growing season, or summer, was the busy time. The home was the first school, and possibly the best that has ever been inaugurated. Later, tutors for families or neighbors were employed. Then was inaugurated the neighborhood or community school, to run when agriculture could best spare the children, that is, during the winter months, and not during the growing season. As education became more and more in demand and wealth accumulated, the winter school of a few weeks grew by degrees until only the short growing season of three or four months was left for help at home. Thus in all climates, from the torrid to the frigid zone, grew the

custom of summer vacation, not from necessity for rest for pupil or teacher, but from necessity of an agricultural people.

When, in a democracy where the ruled of today may become the rulers of tomorrow, it became apparent that universal education must go hand in hand with universal suffrage, a system of quantity production was demanded. The graded school system was the answer, just as the factory was the response to the demand for quantity production of materials. In neither case was the quality improved—in fact, in many instances it deteriorated.

This educational factory, partly through agricultural necessity, and partly through tradition, operated during the winter months. Agriculture, in its early development in a new nation, was simple and largely a one-crop system in each community, and help on the farm was needed by all families of a neighborhood at the same time of the year. When agriculture became diversified, one family needed the children's help at one time, and another at a different time.

During all this period of a nation's development, while the material factories answered every new call made because of changed conditions, the educational system, or factory, remained largely the same. The people knew that the schools did not meet their needs, but they did not know how to remodel this educational factory, while the conservative teacher did not see the necessity for any change, but sat on the tail of progress and hallooed "whoa."

The graded school is a factory for quantity production of education at such cost as the taxpayer can afford. It is not ideal—it is rigid, arbitrary, and tends to level all to an average. It is the duty of educators to improve the quality while economically keeping up the quantity. The system should be modified from time to time to make it responsive to the changing needs of the community's life. This factory was at its beginning composed of eight years of elementary and four years of High School work. These twelve years were synonymous with twelve grades or steps. It was a moving staircase of twelve steps, and it took a year for it to travel the distance of one step. Then all pupils were divided into twelve groups according to their ability, and each group occupied one step on this moving staircase. Of course, there was just as much difference in the ability among the students of one group as there was between the most advanced of one group and the least advanced of the group one step higher, but this difference was ignored and the individual was sacrificed to the system. All pupils on one step had to advance at the same rate. If some could not keep up, they had to go to the step below—a whole year back—even though a much shorter review might have been necessary. If some could do more work than was prescribed, they were either held back to keep pace with the average, or had to skip an entire year's work on this moving staircase, and take their places on the next step above. The work was laid out for the average pupil, but it was a very low average, as results show 80 to 90 per cent. were promoted. It is evident that many in this 80 to 90 per cent. promoted could have done more work if they had not been chained to the group on this one step.

Later this staircase was remodeled so that there were twenty-four steps instead of twelve —each step one-half year long instead of one year—semi-annual promotions, it is called. This gave twenty-four instead of twelve groups into which to divide the whole number of pupils. It also put twenty-four joints into the cast-iron system, and one-half the amount of injustice was prevented.

It was proposed that this same staircase be remodeled so as to have forty-eight steps instead of twenty-four, and each step just one-fourth of the year in length instead of one-half, and that the moving staircase be kept in motion the year around. The increased number of steps would just exactly double the advantage gained by semi-annual promotions, then there would be forty-eight groups into which the children could be fitted, not a perfect fit, to be sure, but manifestly twice as nearly perfect as could be secured with twenty-four groups as at present, and four times as good as was possible when, years ago, there were only twelve steps to the staircase. Then under this plan, the pupils if not properly classed can either go up or down, as the case requires, one-fourth of a year instead of one-half year as at present, and instead of one whole year, as was formerly the case before it was thought necessary to make the system fit the child instead of cramping the child to fit the system. Under this plan, the work done in nine months of the session would continue to be done in the same nine months, but an additional three months' work would be provided, so there would be one and one-third of the present year's work covered in one calendar year. This would not increase the speed of the machinery of this factory but would only run the factory longer. What man, other than the proverbially impractical school teacher, would run his factory only nine months out of the year, when the world was crying for its product and the workers of the factory anxious for continuous work and pay?

Students could pursue the work just as at present, by stepping off the moving stair in June, and resting for vacation till the next step, three months later, came on the level—and could then take up their work right where they left it off. In fact, at the end of any of the three months' terms pupils could slip off for vacation and return in three months, finding classes just beginning where they left off.

Under this system, a family that needed the

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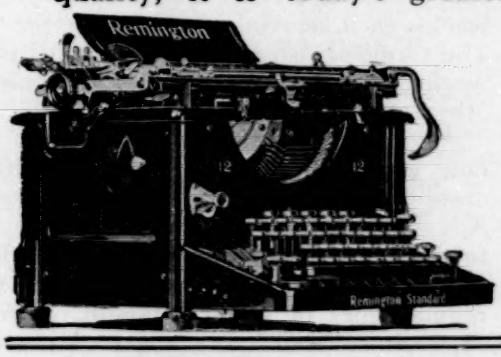

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help at home of one of the older children could have it for any three months of the year without violating the compulsory education law or delaying the child's advancement any more than at present. Here, large families could, if necessary, have some different one of their older children at home all the time to help with the younger ones. False sentimentality that discourages older children of a family helping with the younger children will, if persisted in, result in only the rich being able to rear children. But the rich love their ease so much that they will not be burdened with the care of children.

Again, if some children endowed by nature with minds and bodies capable of sustained effort wish to attend all four terms, there would be two short vacations of two weeks each—one at Christmas and one in July. Such pupils would make one and one-third year's work in one year's time, and, if they did this three calendar years, they would be four years advanced in their work. Thus, some could gain during the entire course one, two, or three years, depending upon how much time their necessities or pleasures kept them out of school. One or two or three years saved at the beginning of life is just as valuable as one or two or three years added at the end of life.

There is every argument that a school plant costing millions should not be idle three months each year. The continuous system would dignify the work of the teacher by giving constant employment and continuous pay to all who wished it. It would require ultimately fewer buildings and fewer seatings. If all took advantage of it, it would require only three-fourths of the accommodations. True it would require twelve months' pay for teachers instead of ten, a 20 per cent. increase in yearly salaries. But this 20 per cent. increase in operating expense would produce 25 per cent. increase in product, besides the inestimable value of the time saved by those who attended continuously. There is a certain amount of work to be done, and it cannot cost more, but very probably less, to do it regularly than spasmodically. Would any sensible man hesitate in choosing the method to produce a machine that was to become at completion a profit-making device?

This plan grants each individual student his God-given right to advance as rapidly as he can and not be bound down with the dull or the lazy. If the weak or the dull or the lazy or anyone otherwise unfortunately situated does not want to, or cannot take advantage of this liberal system, he surely has no just complaint at an arrangement which provides for everyone to use his talents to the utmost. Here the strong and capable could become productive in the world one, two, or three years

sooner than under the old arrangement.

The system which denies the individual the opportunity and the right to progress faster or farther than his neighbor, leads unmistakably to socialism and Bolshevism. The world will not advance by repressing the bright so as to keep up the delusion of all men being equal. All men are born equal only in their right to equal privileges and this very right demands that these privileges be available as each individual is ready for them. Repression of the bright does not help the dull.

While the whole mass must be lifted as high as possible, if any there be endowed beyond their brothers, these must be allowed to rise even to the stars, and there, learning of the real fatherhood of God and the brotherhood of man, will, as a blessed privilege, reach down a helping hand to their less fortunate brothers and raise the whole of humanity. The same opportunity is not democracy. Opportunity to be equal must be available. Equal available opportunity for all, at any age, at all times of the day or night, all days of the week, and all weeks of the year—this, and nothing short of it, is complete democracy.

With these thoughts believed, Nashville established the all-year school. We were not deterred by the failure of the experiment elsewhere, but firmly believed in the necessity for, and the feasibility of continuous all-year training. An intensive study of failures elsewhere was made. It was seen that a summer term of shorter duration than the other terms of the year would be of use to those who failed in grade, and who could therefore go over the regular term's work in less time than was required for the first effort, and also, to those of exceptional ability who could do much more work in a given time than was laid out in the course of study. Thus, it was realized that a summer term shorter than the regular one would be of use only to the very dull and the very bright—leaving the large majority without school opportunity for the summer, or else, unwisely rushing them over work poorly done. It was also seen that an all-year school with an all-year course of study would fit only those who could or would go to school the entire year. In such arrangement there would be no choice of time for rest or work, but the student would have either to attend continuously, or get out of joint with the course of study. It was further noted that to run some of the schools in a city all the year with an all-year course of study, while some other schools in the same city ran the conventional time, would result in an awkward situation for such students that move from one part of the city to another as such pupils would not likely find classes fitted to their advancement.

We were fortunate in that our school year was nine months, with a course of study adjusted to that time. Our school year had been for a long time divided into two terms of four and one-half months each. This condition rendered it a simple matter to arrange our all-year course of study. The nine months' course of study was divided into three parts of twelve weeks each, instead of two parts of eighteen weeks each; as formerly. There was no more, no less work in the twelve weeks than in the old course of study for the same length of time. With this subdivision, classes are started each twelve weeks. The summer term of twelve weeks has the same course of study, and the child is carried no faster, no slower than in the other regular terms of twelve weeks each. While our former year's course of study is divided into three parts, the year's time is divided into four terms of twelve weeks each, leaving four weeks for vacation. The terms are so fixed that, as anticipated, two weeks of the four come at Christmas and the other two in the summer.

We are completing our first year with the new arrangement. Last June all the schools opened for the extra term of twelve weeks. Any child desiring to attend could do a regular term's work at the regular speed. This summer term differed in no way from the three regular ones in subjects taught, or in amount of work covered. The hours of the day were changed to the daylight-saving war scheme, so that school opened and closed one hour earlier, thus getting the children home before the hottest hour of the day. It was the remark of parents, pupils, and teachers that the schoolhouses with their thick walls and high ceilings were much more comfortable than residences.

The medical inspectors visited the schools regularly during the summer just as in any other term. The report was that they noticed no bad effects from attending the summer term, but on the contrary, the general health was improved by holding the children to regular habits of living.

With a compulsory attendance law, the regular winter term enrolled 20,000 pupils. The summer term's attendance, which was wholly voluntary, was 13,000 or 64 per cent. of the regular term's enrollment. The per cent. of attendance of those enrolling for the summer term was 94 per cent. The per cent of tardiness of those attending was .217 per cent. during the summer term. Translating this per cent. of tardiness into per cent. of punctuality we have 99.78 per cent. punctuality throughout the summer term.

In the employment of teachers, preference was given to regular ones, and of the 469 working in the regular term, 402 or 86 per cent. elected to teach the summer term. With 86 per cent. of the teachers working, the 64 per cent. of the pupils received more individual attenion. The teachers were paid their regular monthly salaries, thus enabling them to receive

twelve months' pay, and still have two weeks off twice a year. Children and teachers can elect which of the three terms they will work in school, and which of the twelve weeks' term, in addition to the four weeks' regular vacation, they will take off for pleasure, or work in other fields of activity.

Thus, with a contented set of teachers and with smaller classes composed of only those pupils who voluntarily came with a purpose, and so bent on its accomplishment that the question of discipline disappeared, it was not surprising to find the results at the end of the summer term most gratifying. Nashville still thinks regular examinations have their place, both as a method of instruction, and as a guide —not infallible to be sure—but when corrected by the teacher's estimate of work done during the term, is the best means we know for determining promotion. The examinations of the summer term were just the same as those of other terms and grades were given as usual. The results showed 84.94 per cent. promoted at the end of the summer, or extra term, as against 79.32 per cent. promoted at the end of the winter, or regular term.

Our regular fall term, following this first summer term, opened with a larger attendance than any term of the previous year, notwithstanding the fact that 13,000 children who had voluntarily attended the summer term were exempt under the school law from attending school for three months.

These results confirmed the belief that there was real demand for educational opportunities at all times. That better results through continuous occupation were attained in all those things regarded as of prime importance in the training of the child—regularity, punctuality, attention to duty, contentment, cheerful obedience to authority, health of body, mind, and soul. That it is possible to shorten the time of preparation for productivity, not only without hurt to the individual but with positive advantage to him, to his country, and to the world at large. That the all-year school will contribute to the "Common Defence" against impairment of strength and ultimately is destined to be the American system of education. America will not soften and follow in the path of other great republics that decayed from loss of industry through love of ease. She will use her trusteeship of great wealth for the leading, enlightening, uplifting, and helping the whole brotherhood of man throughout the world.

The Legislature of Georgia and the State Board of Education of California emphatically refuse to be scared by the Scopes episode. After four hours keen debate the California State Board of Education approved of the biology text books denounced by the anti-evolutionists.

Secretarial Training in the High School

By DORA H. PITTS,
Detroit, Mich.

[Address at Indianapolis Meeting, N. E. A.]

Training for service in the community, for participating in social life, and for knowledge and ability to adapt one's self to business as a whole, are objectives of commercial education.

Secretarial training fits the pupil to become a self-supporting and self-respecting citizen who is able to serve the community in many ways. It prepares the pupil for participating in social life because it is a cultural subject. It develops originality and initiative; it trains the judgment; it strengthens the memory; it awakens the imagination; it co-ordinates the processes of the brain and the hand; it vitalizes both oral and written communication; and it broadens and quickens the intellect. The study of personality, which is an integral part of the course, stimulates emulation and strengthens ambition.

No other commercial subject affords a better opportunity for the pupil to grasp the fundamental principles of business and to gain a wide outlook upon industry. A good textbook is the foundation upon which rest the supplementary activities of the course. Lectures, educational films, inspirational plays, demonstrations of office appliances, a study of office organization and standards, filing, composition of letters and business memoranda of various types, writing of commercial and legal forms, and daily dictation and class discussion based upon the laboratory exercises, are some of the features of the work. The pupils gain actual experience by acting as secretaries for the school executives.

Progress in industry demands that the highest type of office worker shall not only be equipped with a knowledge of shorthand and typewriting, but shall also possess the training and initiative necessary to solve the many problems which constantly confront the business man of today. The high school, through the course in secretarial training, is prepared to meet this requirement, and its service in this field is richly rewarded.

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Book Table

[No publisher or author dictates one line that goes on this page. Nothing is said here that the Editors of the Journal of Education do not believe to be true.]

AN AID TO EXPRESSION

NEW PRACTICAL ENGLISH FOR HIGH SCHOOLS. By William Dodge Lewis, Litt.D., formerly deputy state superintendent of Pennsylvania, and James Fleming Hosiç, Ph.D., Teachers College, Columbia University. Çloth. 450 pages. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

We never tire of noticing a fresh arrival of a book on language by whatever name it is called. Teaching how to learn to talk or write easily, correctly, attractively and impressively especially with junior or senior high school students is the highest of teaching arts.

In no other teaching does the success depend so much upon the teacher's influence, upon a new creation of the student's ability to do his own thinking, upon his skill in impressing himself upon others. In mathematics when a student knows what he is expected to know that ends it. So in geography, so in formal grammar, but when a student has learned to talk and write satisfactorily he has learned to think of the effect of what he knows upon others. He thinks from himself outward. It is all action, creative action. It is the creation of personality that will affect other personalities. As one's skill as a fisherman is demonstrated by the kind of fish he lands and the circumstances under which he lands it, so the success of a teacher of high school students is estimated by the way they learn how to sell themselves, their subject, their message, their mission through voice and pen in the market they seek.

If students talk and write so as to get good grade marks with a mechanical teacher it has no significance, but with a teacher whose student's exercise or recitation reveals a grip on the purpose of the way he is learning to speak or write there is no mistaking the effect of the lesson learned.

Messrs. Lewis and Hosic have attained a reputation through their teaching and authorship for having distinct personalities and of knowing how to breathe their pedagogical personality into the speaking and writing of their students.

There is little credit due a teacher of a child who is born with brilliant talent for using language artistically, but it is the glory of a teacher's skill when she can arouse into action latent powers.

The fabulous voice of Demosthenes, Gladstone, and Wendell Phillips, yes, of Jesus, filled the air for a thousand miles around, but only a few persons ever heard them, but today millions of people literally hear the voice of President Coolidge, John McCormack or any other person whose words are broadcasted because within a quarter of a century it has been learned how to take waves out of the air.

Lewis and Hosic have studied the art of reaching unsuspected interest in good talking and writing with children who naturally are monotones, as it were, in distinguishing between the right and the wrong way of expressing themselves.

INTERESTING SPANISH PLAY

UN DRAMA NUEVO. A Drama in Three Acts, by Manuel Tamayo y Baus. Authorized edition, with introduction, notes, and vocabulary, by John D. Fitz-Gerald, Ph. D., University of Illinois, and John M. Hill, Ph.D., University of Indiana. Cloth. Illustrated. xxxix+257 pages. Chicago, New York, Boston: Benjamin H. Sanborn and Company.

"Un drama nuevo" is one of the best-known plays of Manuel Tamayo y Baus, and probably his masterpiece. In its "play within a play" theme, recalling the opera "I Pagliacci" (which of course it anticipated), and in the introduction of William Shakespeare as one of the characters, it has at least two elements of interest which should hold the attention of American students of Spanish, even were it not so intrinsically interesting and exciting as it is. Professor Fitz-Gerald, who has prepared this authorized edition in collaboration with Professor John M. Hill, is one of the leading Hispanists of America, a scholar of international reputation and a man of letters of the first water. He is also the author of the only extant translation of the play, the versions used by Augustin Daly and Lawrence Barrett in their respective productions of the play in English during the '70s apparently having been lost. The editors have provided an interesting and scholarly introduction, as well as careful footnotes explaining the difficulties and allusions of the text, and a full vocabulary. The book is attractively illustrated by Angel Cabrera Latorre. In typography, paper, and binding the volume is in accord with the high standard set in previous numbers of the "Hispanic Series," of which Professor Fitz-Gerald is general editor.

MAKING GEOGRAPHY INTERESTING

REAL STORIES OF THE GEOGRAPHY MAKERS. By John T. Faris. Cloth. Illustrated. 332 pages. Boston, New York, Chicago: Ginn and Company.

Here is something in school book making that is really delicious. Forty-seven chapters on the making of geography from the Travels of Heroditus to the search for the South Pole. There are nine chapters before the days of Columbus, seven from Columbus to the voyages of Captain James Cook, three modern explorers in Asia, six explorers in Africa, five in the heart of South America, one in Australia, two in learning the secrets of the sea, eleven North American explorers and four searching for the Poles.

Books Received

"History of America." By Carl Russell Fish.—"Second Course in Algebra." By William J. Milne, Ph.D., LL.D., and Walter F. Downey, A.B., Ed.M. New York: American Book Company.

"The Smedley and Olsen First Reader." By Eva A. Smedley and Martha C. Olsen. Chicago: Hall, McCreary and Company.

"Laboratory Exercises to the New Fraser and Squair French Grammar." By Alfred I. Roehm, Ph.D. New York: D. C. Heath and Company.

"Ways to Better English, Enlarged Course." By Thomas H. Briggs and Isabel McKinney. Price, $1.36. Boston: Ginn and Company.

"Modern Language Notes." By James Wilson Bright, editor-in-chief. Baltimore: The Johns Hopkins Press.

"The Fawlkes-Goff Practice Tests in Arithmetic for Grades 7, 8 and 9." By John Guy Fawlkes, Ph.D., and Thomas Theodore Goff, B. S.—"Exercises in Rapid Calculation." By Harlan Eugene Read and S. Wordsworth Fox.—Books to Accompany Farm Accounting: (1) "Financial Account Book," (2) "Cost Account Book One," (3) "Cost Account Book Two," (4) "Inventory Account Book." All by Currier, Lennes and Merrill.—"Plane Geometry, Revised Edition." By Shultze, Sevenoak and Schuyler. New York: The Macmillan Company.

"Insuring Public School Property, Contributions to Education No. 168."—"The Roman Colonate" (The Theories of Its Origin). By Roth Clausing, Ph.D. New York: Columbia University.

"The Pathway to Reading, Primer and First Reader." By Coleman, Uhl, Hosic. New York: Silver, Burdett and Company.

"The Meaning of Literature." By George Sprau. Price, $1.40. New York: Charles Scribner's Sons.

"The Life and Letters of Walter H. Page." By Burton J. Hendrick. New York: Doubleday, Page and Company.

"Ukrainian Folk Songs: A Historical Treatise." By Rev. Humphrey Kawalsky. Boston: The Stratford Company.

"The Problem Child in School." Publication No. 4. By Mary B. Sayles and Howard W. Nudd. By Joint Committee on Methods of Preventing Delinquency."

"The Lincoln Reader," Book Seven. By Charles J. Anderson. Chicago: The Laurel Book Company.

"Euphon English and World Standard English in America." By M. E. DeWitt. New York: E. P. Dutton and Company.

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Education in Action

This department is open to contributions from anyone connected with schools or school events in any part of the country. Items of more than local interest relating to any phase of school work or school administration are acceptable as news. Contributions must be signed to secure insertion.

Ten members of the Faculty of the University of Chicago, are retiring. It is a rule at the University, that when a professor reaches the age of sixty-five he may retire of his own will, the trustees may retire him, or in many cases he may continue on the faculty. But at the age of seventy, he is automatically retired except in extraordinary cases. Those who definitely retire are: Professor John M. Coulter, head of the botany department, who is to become president of the Boyce Thompson Institute for Plant Research at Yonkers, N. Y. Professor Albion W. Small, head of the department of sociology, seventy-one years old, who plans to devote his time to writing. He will remain in Chicago. Professor Benjamin Terry, of the English history department, sixty-eight years old, who retires after forty years of active teaching. Professor Ira Maurice Price, secretary of the department of oriental languages and literature, sixty-nine years old, who is to work on some translations. Professor Clarence F. Castle, associate professor of Greek. Professor Karl Pietsch of the romantic philology department, sixty-five years old. Professor William D. MacClintock, of the English literature department, sixty-six years old; Professor Frank Justus Miller of the Latin department; Professor Albert Harris Tolman of the English literature department, sixty-nine years old, and Dean Marion Talbot, dean of women since the University's organization.

George E. McCord, formerly superintendent of Springfield, Ohio, has been elected to succeed Carroll R. Reed, of Akron, Ohio, who goes to Bridgeport, Connecticut. Mr. McCord is elected the full term of three years, beginning July 1. Akron's schools have high rank, not only among Ohio schools, but throughout the country, and Superintendent McCord has an exceptional opportunity for educational achievement.

Mamie B. Lang, county superintendent, Tehama County, succeeds Mrs. Grace B. Stanley as Elementary School Commissioner of California.

Science and art, pluck and patience, have rid New Jersey of the Jersey mosquito.

Bryn Mawr raised more than half a million dollars in the drive that closed June 30. Howard L. Goodhart, of New York City, gave the last $100,000 on June 30.

The Cleveland Board of Education has published "A Course of Study in Geography, Grade Three to Six." It is the result of three years intensive study and demonstration by a committee of teachers and principals under the guidance of Assistant Superintendent, C. R. Miller.

Sacramento has a new high school, which cost $1,540,000 and the graduation exercises for all high schools and elementary schools were held in the open in the vast amptheatre. There were literally thousands in the audience. The coming and going of the schools was brilliantly spectacular and the arrangement was such that every one in the audience heard all the exercises perfectly.

THE ONLY CREED Jesus taught was,— "Love God and thy neighbor as thyself, and observe the Lord's Supper." A shorter creed and a longer LOVE is the vital need of the churches of the world. (Thought-Way message, 25c, postpaid.)

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A conference on parents and children, to which teachers will be asked to contribute, will be held at the Hotel Waldorf, New York City, October 26-28, under the auspices of the Child Study Association of America, Inc., formerly the Federation for Child Study. Not only the difficulties and problems of parents, but the family as it exists today, the community surrounding the family, leisure and how to teach children its use and other topics will be discussed. Day-dreams and personality traits of children will come in for consideration. It is the belief of the association that parents will derive great benefit from the sessions. Dr. Bernard Glueck, psychiatrist; Dean Russell, Teachers' College, New York City; Helen T. Woolley, assistant director of the Merrill-Palmer School, Detroit; Miriam Van Waters, author of "Youth in Conflict"; Dr. Beatrice Hinckle, author of "The Re-creating of the Individual," and others will speak. The public is invited. Additional information may be secured from Mrs. Sidonie M. Gruenberg, director of the Child Study Association of America, Inc., 509 West 121st street, New York, N. Y.

Dr. and Mrs. Carroll D. Champlin, of the Department of Education and Psychology in the Southwestern Normal School at California, Pennsylvania, had the unique experience of receiving together advanced academic degrees at the University of Pittsburgh Commencement exercises held June 10. Mrs. Champlin received the Master of Arts degree for work done in the field of Psychology, and the degree of Doctor of Philosophy was conferred on Professor Champlin. Dr. Champlin's dissertation deals with "The Movement for a National University in the United States."

New York City High Schools will graduate 43,131 this year as against 35,128 last year. Last year the girls and boys were practically the same. This year there are 1,200 more girls than boys.

Educational standardizers should not be silly.

The American Federation of Teachers held their annual meeting in Chicago, the week before the Indianapolis meeting of the National Education Association. It heroically denounced the Tennessee "Monkey business. Indeed it was most outspoken in its opposition to mixing religion and education in the public schools.

Miss Ethel Ruth Boyes, Pittsburg, Pennsylvania, was president of the International Kindergarten Union at its greatly successful meeting at Los Angeles, July 8-11.

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MEETINGS TO BE HELD

SEPTEMBER

3: Massachusetts State Normal School Teachers, Bridgewater. William D. Parkinson, State Normal School, Fitchburg, Mass.

OCTOBER

10: Wyoming State Teachers Association, Casper. J. C. Knode, Laramie, Wyo.

14-17: National League of Compulsory Education Officials, Duluth, Minnesota. James R. Cannon, Providence, R. I.

19: California Teachers Association, Northern Section, Sacramento. Charles C. Hughes, Sacramento, California.

22-24: Indiana State Teachers Association, Indianapolis. Benjamin J. Burris, Muncie, Ind.

22-24: Utah Educational Association, Salt Lake City. J. T. Worlton, City and County Building, Salt Lake City.

28-31: Washington Education Association, Seattle, Tacoma and Yakima. W. H. Grayam, Puyallup, Wash.

29-30: All State Vocational Conference. Chicago. Adah Hess, Secretary. Board for Vocational Education, Springfield, Illinois.

29-30: Illinois State School Board Association, Decatur. W. B. Read, Peoria, Ill.

29-30-31: Montana Education Association; Dillon, Great Falls, Miles City. R. J. Cunningham, Executive Secretary, Helena; S. R. Logan, President, Hardin.

30-31: Illinois State Home Economics Meeting. University of Chicago, Illinois.

30: At Greenfield, Mass., Franklin County Teachers' Association.

29-31: Rhode Island Institute of Instruction, Providence. Clara E. Craig, Coll. of Ed., Providence, R.I.

NOVEMBER

5-6-7: Colorado Educational Association: Western Division, Grand Junction; Southern Division, Pueblo; Eastern Division, Denver. H. B. Smith, secretary, 520 Commonwealth Building, Denver, Colorado. Charles A. Lory, Fort Collins, Colo.

5: Wisconsin Association of Mathematics Teachers, Milwaukee. Wisconsin Association of Modern Foreign Language Teachers, Milwaukee. Mrs. Rove Buim, High School, Racine, Wis. Wisconsin Association of Vocational Schools, Milwaukee. A. G. McCreary, Beloit High School Building, Beloit.

5-6: Iowa Home Economics Association, Des Moines. Lillian G. Orr, 2019 Douglas street, Sioux City.

5-6: Kansas Association of Teachers of English, Kansas City. James R. Start, Kansas State Teachers College, Hays, Kans.

5-7: Colorado Education Association, Denver. H. B. Smith, 520 Commonwealth Building, Denver, Colo.

5-7: Iowa Association of Teachers of English, Des Moines. A. Starbuck, Iowa State College, Ames, Iowa.

5-7: Iowa State Teachers Association, Des Moines. E. C. Lynn, Donnellson, Iowa.

5-7: Kansas State Teachers Association, Kansas City, Coffeyville, Emporia, Wichita, Dodge City, Salina. A. J. Stout, Topeka, Kans.

5-7: Minnesota Education Association, St. Paul. R. B. McLean, Teachers College, Moorhead, Minn.

5-7: Wisconsin Teachers Association, Milwaukee. A. G. McCreary, director of vocational education, Beloit, Wis.

6-7: Pennsylvania Association of Deans and Advisers of Women, Harrisburg. Laura H. Carnell, Temple University, Philadelphia, Pa.

6-7: Wisconsin Physical Education Association, Milwaukee. W. O. Clark, Racine, Wis.

7: College Entrance Examination Board, New York City. Mary E. Woolley, Mt. Holyoke College, S. Hadley, Mass.

9-10: National Association of State Universities in the United States

of America, Chicago, Illinois. E. H. Lindley, University of Kansas, Lawrence, Kans.

10: Women's Educational and Industrial Union, Boston, Mass. Margaret McGill, 264 Boylston street, Boston, Mass.

11-14: Missouri Society of Teachers of Mathematics and Science, St. Louis. W. H. Templen, Central High School, Kansas City, Missouri.

11-14: Missouri State Teachers Association, St. Louis. Ella V. Dobbs, Columbus, Mo.

12-14: Arkansas State Teachers Association, Little Rock, Ury McKenzie, Superintendent of Schools, Hot Springs, Ark.

12-14: Association of Urban Universities, Washington, D. C. W. M. Lewis, George Washington University, Washington, D. C.

20-23: Missouri Society of Teachers of History and Government, St. Louis. T. M. Marshall, Washington University, St. Louis, Mo.

23-24: New York State Teachers Association, Syracuse. Theodore Zornow, Madison Junior High School, Rochester, N. Y.

23-25: South Dakota Education Association, Mitchell. C. S. Hall, Bellefourche, S. D.

24: Southern Industrial Education Association, Washington, D. C. Laurence R. Lee, 1228 Connecticut avenue, Washington, D. C.

24-25: Public School Trustees' Association of Virginia, Richmond. E. G. McGehee, Charlotte, Va.

25-29: Virginia English Teachers' Association, Norfolk. H. A. Miller, Junior Night School, Petersburg, Va.

26-28: National Council of Teachers of English, Chicago, Illinois. F. W. Gosling, Superintendent of Schools, Madison, Wis.

26-28: Texas State Teachers Association (colored), Dallas. H. B. Pemberton, Marshall, Texas.

27-28: Maryland State Teachers Association, Baltimore. M. S. H. Unger, Westminster, Md.

27-28: Association of Colleges and Preparatory Schools of the Middle States and Maryland, Columbia University, New York City. F. C. Ferry, Hamilton College, Clinton, N. Y.

27-28: Central Association of Science and Mathematics Teachers, Chicago, Ill. Elliot R. Downing, University of Chicago, Chicago, Ill.

28: Association of Modern Language Teachers of the Middle States and Maryland, Columbia University, New York City. Elsie I. Jamieson, Kensington High School, Philadelphia, Pa.

DECEMBER

1-4: Association of Colleges and Secondary Schools of the Southern States, Charleston, South Carolina. W. D. Hooper, University of Georgia, Athens, Ga.

14-18: California Teachers Association, Southern Section, Los Angeles. Claude W. Sandifur, Box 108, E. Third street, Lankershim, Calif.

27: American Historical Association, Ann Arbor, Michigan.

28-29: American Nature-Study Association, Kansas City, Missouri. M. R. VanCleve, Board of Education, Toledo, Ohio.

28-30: Illinois State Teachers Association, Springfield. E. C. Fisher, Superintendent of Schools, Peoria, Ill.

28-30: American Psychological Association, Ithaca, N. Y.

29-31: Florida Education Association, Jacksonville. Joseph Roenur, Gainesville, Fla.

29-31: Pennsylvania State Education Association, Scranton. Jessie Gray, Philadelphia, Pa.

29-31: Modern Language Association of America, Chicago, Illinois. B. J. Vos, Bloomington, Ind.

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